Revised July 2021

# Summit Public Schools
# Summit, New Jersey
# Grade Level: 10-12 / Content Area: Spanish 4
# Length of Course: 1 year

## Overview:

Spanish 4 is designed for students who demonstrate a high level of interest in the language. The goal of Spanish 4 is to engage students and motivate them in taking large strides in the acquisition of Spanish. Through regular use of authenticmaterials and cultural products, students are able to interact with the Spanish language and various cultures of Spanish speaking countries. Some of the units studied during this course are social values and its influences, science and technology, contemporary life and world challenges.
Students are challenged to use present, past and future tenses at this level and engage in Intermediate-mid to intermediate -high language structures.

Motivation is a primary learning factor in language acquisition. One objective of our Spanish 4 class is to capture student interest in a way that motivates them to engage with class content in an authentic way. By providing students with real world activities and challenges, they are given the opportunity to use their language skills for the sake of accomplishing something and not just for practicing something. Not only will they learn about Spain's geography and culture, but they will also begin to engage with real authentic language in context from Latin America and Spain and break down societal and linguistic barriers. The course is conducted entirely in Spanish, giving students the opportunity to demonstrate their interpersonal, interpretive and presentational proficiency in the target language. The objective of the course is to significantly develop the students' ability to communicate by increasing their listening, reading, writing and speaking skills.

## Unit 1: Sentir y vivir

**7.1 World Languages Intermediate Mid by the End of Grade 12**

**Interpretive Mode of Communication**
**Intermediate Mid learners** understand and communicate at the sentence level and use strings of sentences independently to accomplish the following tasks: identify the main idea and some supporting details when reading, understand the gist and some supporting details of conversations dealing with everyday life, infer the meaning of some unfamiliar words when used in familiar contexts.

**Interpersonal Mode of Communication**
**Intermediate Mid learners** speak and write using sentences and strings of sentences when exchanging preferences, feelings, opinions, and basic advice on familiar topics. They ask original questions and a variety of follow-up questions as they participate in spontaneous spoken and written conversations. Intermediate Mid learners engage in short social

interactions in everyday situations. They create original sentences and questions that allow them to usually say what they want to say about self and their everyday lives.

**Presentational Mode of Communication**
**Intermediate Mid learners** speak and write using sentences and strings of sentences when expressing preferences, feelings, opinions, and basic advice on familiar topics. They can create original sentences that allow them to usually say what they want to say about self and their everyday lives.

**Big Ideas:** *Course Objectives / Content Statement(s)*
**In this unit 1: *Sentir y vivir***, students will develop communicative skills to describe their relationships with their families and friends, their physical and personality descriptions, and everyday experiences. Students describe various aspects of their social life such as relationships with friends, conflicts and likes and dislikes. They will also analyze the differences and similarities between young people in the U.S. and other Spanish speaking countries. This unit will help students to have a better understanding of the importance of education across the globe and the advantages of learning a second language.

| **Essential Questions**<br>*What provocative questions will foster inquiry, understanding, and transfer of learning?* | **Enduring Understandings**<br>*What will students understand about the big ideas?* |
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| 1. How do you make accurate descriptions of relationships and people in Spanish?<br>2. Are sentimental relationships in Spanish speaking countries similar or different to those in the US?<br>3. How do you describe feelings and states of emotions in Spanish?<br>4. What are the characteristics of a healthy relationship?<br>5. How are family and friends so important for newly arrived immigrants?<br>6. How valuable is knowledge of Spanish in the USa nd the world?<br>7. How are Latinos represented on TV or movies in the US?<br>8. What impact have Latinos made in the US?<br>9. What is the current situation for some overeducated but underemployed young professionals in Spain today? What choices do they have? | Students will understand that…<br>1. When making descriptions it is important to have noun/verb agreement and adjective/noun agreement.<br>2. The verb "estar" is used to describe the temporary feelings and location of people, objects and places.<br>3. "ser" is used to describe the location of events.<br>4. The verb "ser" is used to describe personality traits, professions, relationships, occupations, origin, religion and possession.<br>5. Healthy relationships are built through trust, honesty, mutual respect and compromise regardless of whether you are in the US or a Spanish speaking country<br>6. Having the support of family and friends can make adjusting to life in a new country easier.<br>7. Sometimes stereotypes are used to represent Latinos on TV or films. |

<table>
<tr><td></td><td>8. There are many Latinos who have left their mark in the US.<br>9. Many highly educated young people emigrate to find work in other countries and they are face with struggles such a the language barrier, culture shock and having to take up jobs not in their field.</td></tr>
<tr><td>Areas of Focus: Proficiencies (New Jersey Student Learning Standards)</td><td>Lessons</td></tr>
<tr><td>Students will:<br><br>Interpretive<br>7.1.IM.IPRET.1: Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.<br><br>7.1.IM.IPRET.2: With the help of graphic organizers, compare information (i.e., main ideas, main characters, settings) in culturally authentic materials related to targeted themes.<br><br>7.1.IM.IPRET.3: React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses.<br><br>7.1.IM.IPRET.4: Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.<br><br>7.1.IM.IPRET.5: Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities.<br><br>7.1.IM.IPRET.6: Restate oral conversations and written information on a</td><td>Instructional Focus:<br>In the target language students will be able to:<br>● Identify civil status in Spanish of different people<br>● Describe various state of emotions<br>● Describe the personality of people<br>● Describe relationships<br>● State feelings<br>● Make descriptions in the present tense<br>● Use “ser” and “estar” as needed per context<br>● Express likes and dislikes using Gustar and similar verbs<br>● Use “reciprocal se” to describe what friends do for each other in healthy relationships.<br><br>Instructional Strategies:<br><br>Interpretive:<br>Interpretation of authentic resources such as the following:<br>Readings:<br>● “Poema 20” by Pablo Neruda, Chile poetry<br>● Corriente latina, article in the ebook<br>Paintings by Mexican-American Carmen Lomas Garza<br>Video:</td></tr>
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| variety of familiar and some unfamiliar topics.<br><br>7.1.IM.IPRET.7: Infer the meaning of some unfamiliar words in some new contexts.<br><br>7.1.IM.IPRET.8: Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.<br><br>**Interpersonal**<br>7.1.IM.IPERS.1: Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.<br><br>7.1.IM.IPERS.2: Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions.<br><br>7.1.IM.IPERS.3: Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions.<br><br>7.1.IM.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.<br><br>7.1.IM.IPERS.5: Initiate, maintain, and end a conversation using appropriate target language expressions and sentences.<br><br>**Presentational**<br>7.1.IM.PRSNT.1: From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences. | • Cultura en Pantalla: Hispanos e inmigración en los Estados Unidos (ebook)<br>• Día del Amigo: ¿Qué es la amistad para los chicos?<br>Song: "Pastilla de alegría" by José Lugo & Guasábara Combo<br>Song: Aleks Syntek ft Danna Paola - Yo soy tu amigo fiel<br>Song: "Salir corriendo" by Amaral<br>Short films:<br>• "Café para llevar" España 2014 Directora: Patricia Font<br>• "Jinxy Jenkins & Lucky you" Ringling College of Art & Design<br>• "Signs" by Patrick Hughes<br>• "City Lights" by Ed Wiles<br><br>Film: "Perdiendo el norte" España 2015 Director: Nacho G. Velilla<br><br>**Interpersonal:**<br>• Respond to an email from your friend Carolina in which she explains she is jealous because her boyfriend flirts with other girls. Mention her problem and offer solutions. You can talk about your own experience or that of friends.<br>• Complete a personality test and then compare your results to that of a classmate. Discuss whether you agree with the results and give your opinion to your classmate<br>• Look at the facial expressions of the characters from the short film "Café para llevar" and comment on the feelings they might be expressing<br>• Write an email from the perspectiveof either the main character in "Signs¨ or "City Lights" in which he introduces himself to a person he has not met yet and describes his daily routine, origin, occupation, likes an dislikes and his ideal partner. |

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| 7.1.IM.PRSNT.2: Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences.<br><br>7.1.IM.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.<br><br>7.1.IM.PRSNT.4: Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences.<br><br>7.1.IM.PRSNT.5: When expressing viewpoints, give reasons to support the claims. | **Presentational:**<br>● Write a movie review for "Café para llevar" or "Perdiendo el norte"<br>● Write a different ending for the short film "Café para llevar"<br>● Starting over: In pairs, improvise a dialogue based on 1 or 2 situations provided by the teacher using words or expressions seen in the short film and then present to the class<br>● Write a persuasive essay about the future of Spanish music in the Essay (some sources will be provided for student) |
| **Career-Ready Practices**<br>**CRP1**: Act as a responsible and contributing citizen and employee.<br>**CRP2**: Apply appropriate academic and technical skills.<br>**CRP3**: Attend to personal health and financial well-being.<br>**CRP4**: Communicate clearly and effectively and with reason.<br>**CRP5**: Consider the environmental, social and economic impacts of decisions.<br>**CRP6**: Demonstrate creativity and innovation.<br>**CRP7**: Employ valid and reliable research strategies.<br>**CRP8**: Utilize critical thinking to make sense of problems and persevere in solving them.<br>**CRP9**: Model integrity, ethical leadership and effective management.<br>**CRP10**: Plan education and career paths aligned to personal goals. | |

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| **CRP11**: Use technology to enhance productivity.<br>**CRP12**: Work productively in teams while using cultural global competence. | |
| **Differentiation** | **Assessments** |
| **Interdisciplinary Connections**<br>● Art: Paintings by Carmen Lomas Garza<br>● Literature: "Poema 20" by Pablo Neruda<br>**Technology Integration**<br>● Platforms such as Kahoot, FlipGrid, Goformative, Blooket, Google Apps, Padlet, Quizizz, Newsela, Quizlet and Youtube and online textbook<br>**Media Literacy Integration**<br>● Students will explore, analyze and interpret information from authentic video, audio and print resources about healthy relationships<br>● Analyze an article for theme, purpose and tone, and inferences.<br>**Global Perspectives**<br>● Research how romantic relationships may start in Spanish speaking countries.<br>● Research marriage and divorce statistics in a Spanish speaking country and compare to the US<br>● Research the movement #niunamenos a campaign against gender based violence in Latin America | ***Formative Assessments:***<br>● Do nows and exit tickets<br>● Thumbs up/down to check for understanding<br>● Visual representations to demonstrate understanding of a concept, relationships, story.<br>● Technology to assist in checking what students know and understand such as Kahoot, Blooket, Padlet..<br>● 3-2-1: Students write down three things they learned, two things that they found interesting, one question they still have<br>● Turn and talk: Students work in pairs to explain or give examples of what they learned during class.<br><br>***Summative Assessments, Projects and Celebrations***<br>● Vocabulary quiz<br>● Grammar quiz<br>● Unit test: Vocabulary/grammar in context (Proficiency based)<br>● Unit 1 IPA<br>● Project: All about me poster<br>● Celebration of Hispanic Heritage Month: Poster project and class presentation: An influential Hispanic in the US (List of influential Hispanics will be provided) |

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## Supports for English Language Learners

| Sensory Supports | Graphic Supports | Interactive Supports |
|---|---|---|
| Real Life Objects | Charts | In pairs or partners |
| Manipulatives | Graphic Organizers | In triands or small groups |
| Pictures | Tables | In a whole group |
| Illustrations | Graphs | Using cooperative group |
| Magazines & Newspapers | Timelines | Structures |
| Physical activities | Number lines | Internet / Software support |
| Videos & Flim | | In the home language |
| Broadcasts | | With mentors |
| Models & Figures | | |

## Intervention Strategies

| Accommodations | Interventions | Modifications |
|---|---|---|
| Allow for verbal responses | Multi-sensory techniques | Modified tasks / expections |
| Repeat / confirm directions | Increase task structure (e.g. directions, checks for understanding, feedback) | Differentiated materials |
| Permit response via computer or electronic device | Increase opportunities to engage in active academic responding | Individualized assessments tools based on student need |
| Audio books | Utilize pre-reading strategies and | Modified assessment grading |

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| | activities previews, anticipatory guides, and semantic mapping | | |

**Recommended Texts and Additional Materials to Support Unit 1:**
Blanco, José A. Imagina: Inglés sin barreras. 4th Edition, Ebook, Vista Higher Learning, Inc. 2019.
Short film: "Jinxy Jenkins & Lucky you" Lucky You: ¿Qué posibilidades tienes de encontrar al amor de tu vida?
Short film: "Signs" by Patricj Hughes 2012 Patrick Hughes - Signs (short film)
Short film: City Lights | Heart-Warming Short Film | Ed Wiles
Song "Pastilla de alegría" by José Lugo & Guasábara Combo Guasabara Combo - Pastilla de Alegria (Official Video)

Video: Día del amigo, ¿qué es la amistad? Día del Amigo ¿Qué es la amistad para los chicos?

Song:
Aleks Syntek ft Danna Paola - Yo soy tu amigo fiel

## Unit 2: Vivir en la ciudad

**7.1 World Languages Intermediate Mid by the End of Grade 12**

**Interpretive Mode of Communication**
**Intermediate Mid learners** understand and communicate at the sentence level and use strings of sentences independently to accomplish the following tasks: identify the main idea and some supporting details when reading, understand the gist and some supporting details of conversations dealing with everyday life, infer the meaning of some unfamiliar words when used in familiar contexts.

**Interpersonal Mode of Communication**
**Intermediate Mid learners** speak and write using sentences and strings of sentences when exchanging preferences, feelings, opinions, and basic advice on familiar topics. They ask original questions and a variety of follow-up questions as they participate in spontaneous spoken and written conversations. Intermediate Mid learners engage in short social interactions in everyday situations. They create original sentences and questions that allow them to usually say what they want to say about self and their everyday lives.

**Presentational Mode of Communication**
**Intermediate Mid learners** speak and write using sentences and strings of sentences when expressing preferences, feelings, opinions, and basic advice on familiar topics. They can create original sentences that allow them to usually say what they want to say about self and their everyday lives.

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**Big Ideas:** *Course Objectives / Content Statement(s)*
**In this unit 2: *Viviendo en la ciudad*,** students will develop communicative skills to describe what it means to live in the city, and everyday experiences. Students describe various aspects of their social life and their social interaction living in a city. Today young people need to face new challenges everyday in different contexts like living in a different place to succeed in this 21st century. Students will analyze the differences and similarities between young people in the U.S. and other Spanish speaking countries.

| **Essential Questions**<br>*What provocative questions will foster inquiry, understanding, and transfer of learning?* | **Enduring Understandings**<br>*What will students understand about the big ideas?* |
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| 1. What does a person need to know to get around a large city such as NY or Mexico City?<br>2. What is the preferred method of transportation to navigate the fourth largest city in the world, Mexico city?<br>3. What can you purchase at an outdoor market (tiangui) in Mexico?<br>4. What are the advantages and disadvantages of living in a city?<br>5. Culturally speaking, what are the advantages of living in a city?<br>6. How can we create greener or ecofriendly cities?<br>7. What are some places of interest to visit in Mexico City?<br>8. What are the advantages and disadvantages of tourism for a region? | Students will understand that…<br>1. Public transportation is key to navigate large cities.<br>2. The metro is the fastest and most affordable way to navigate Mexico City.<br>3. Living in a city provides cultural experiences such as museum visits, theater experiences, schools and medical facilities are in near proximity, jobs are easier to find however there is also higher crime.<br>4. Young people are facing new challenges to have a healthy quality of life living in the city due to overpopulation, pollution and cost of living for example.<br>5. Tianguis are outdoor markets where you can buy anything from used clothing, to used electronics, household items and food.<br>6. The "historical" present tense can be used to narrate past events for example biographies or past historical events.<br>7. In Spanish we use both the preterite and imperfect tenses to narrate past events in detail.<br>8. Some verbs when conjugated in the preterite tense change in meaning |
| **Areas of Focus: Proficiencies** | **Lessons** |

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| **(New Jersey Student Learning Standards)** | |
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| Students will:<br><br>**Interpretive**<br>7.1.IM.IPRET.1: Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.<br><br>7.1.IM.IPRET.2: With the help of graphic organizers, compare information (i.e., main ideas, main characters, settings) in culturally authentic materials related to targeted themes.<br><br>7.1.IM.IPRET.3: React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses.<br><br>7.1.IM.IPRET.4: Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.<br><br>7.1.IM.IPRET.5: Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities.<br><br>7.1.IM.IPRET.6: Restate oral conversations and written information on a variety of familiar and some unfamiliar topics.<br><br>7.1.IM.IPRET.7: Infer the meaning of some unfamiliar words in some new contexts.<br><br>7.1.IM.IPRET.8: Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures. | Instructional Focus:<br>In the target language students will be able to:<br>● Identify key places in a city<br>● Identify activities to do in a city<br>● Give directions<br>● Identify people you may encounter in a city<br>● Describe life in the city<br>● Narrate stories using the past tense.<br>● Use the preterite and imperfect tense as needed when describing past events<br>● Identify key places in the city of Mexico<br>● Describe the role of women in the city of Juchitán, México<br><br>Instructional Strategies:<br>**Interpretive:**<br>Interpretation of authentic resources such as the following:<br>● Short film: “Adiós Mamá” by Ariel Gordon<br>● Video: La ciudad de Sevilla<br><br>**https://www.youtube.com/watch?v=ep0fbIJhfCU**<br><br>● Video: Esta es Barcelona by Videoele<br>● Video: Objetos robados invaden los tianguis del DF \| Noticias<br>● Artículo: **http://www.lavoz.com.ar/espacio-de-marca/las-5-ciudades-favoritas-de-los-jovenes-para-vivir**<br>● Artículo: **http://www.miportalfinanciero.es/articulo/ventajas-de-vivir-en-la-ciudad/**<br>● Song “Skandalo” by Akatz |

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| 7.1.IM.IPRET.9: Use information gathered from culturally authentic resources to identify possible solutions to the effects of climate change.<br><br>**Interpersonal**<br>7.1.IM.IPERS.1: Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.<br><br>7.1.IM.IPERS.2: Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions.<br><br>7.1.IM.IPERS.3: Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions.<br><br>7.1.IM.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.<br><br>7.1.IM.IPERS.5: Initiate, maintain, and end a conversation using appropriate target language expressions and sentences.<br><br>7.1.IM.IPERS 6: Exchange information from a variety of resources with classmates about global issues, including climate change.<br><br>**Presentational**<br>7.1.IM.PRSNT.1: From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences. | ● Article: Juchitán, la ciudad de las mujeres (ebook)<br><br>**Interpersonal:**<br>● Write a postcard from Mexico City to a friend or family member narrating your experiences in that city.<br>● Improvise a short dialogue between a local in Mexico City and a tourist in which the local recommends 3 places to visit based on the preferences of the tourist.<br>● Improvise a conversation at a market (*tiangui*) in which you purchase local food.<br><br>**Presentational:**<br>● Create an itinerary for a vacation in Mexico City.<br>● Leave a 2 minute recording for mom from Mexico City. Mention at least 2 things you did that day.<br>● Use Google Maps to explore Chapultepec Park. Then think about what we learned in class and write a comparison with Central park in NY. |

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| 7.1.IM.PRSNT.2: Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences.<br><br>7.1.IM.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.<br><br>7.1.IM.PRSNT.4: Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences.<br><br>7.1.IM.PRSNT.5: When expressing viewpoints, give reasons to support the claims. | |
| **Career-Ready Practices**<br>**CRP1**: Act as a responsible and contributing citizen and employee.<br>**CRP2**: Apply appropriate academic and technical skills.<br>**CRP3**: Attend to personal health and financial well-being.<br>**CRP4**: Communicate clearly and effectively and with reason.<br>**CRP5**: Consider the environmental, social and economic impacts of decisions.<br>**CRP6**: Demonstrate creativity and innovation.<br>**CRP7**: Employ valid and reliable research strategies.<br>**CRP8**: Utilize critical thinking to make sense of problems and persevere in solving them.<br>**CRP9**: Model integrity, ethical leadership and effective management. | |

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| **CRP10**: Plan education and career paths aligned to personal goals.<br>**CRP11**: Use technology to enhance productivity.<br>**CRP12**: Work productively in teams while using cultural global competence. | |
| **Differentiation** | **Assessments** |
| **Interdisciplinary Connections**<br>● Social Studies: Students study the geography of popular travel destinations, and the history of tourist sites in a Spanish speaking country.<br>**Technology Integration**<br>● Platforms such as Kahoot, FlipGrid, Goformative, Blooket, Google Apps, Padlet, Quizizz, Quizlet, Newsela and Youtube and online textbook<br><br>**Media Literacy Integration**<br>● Students will explore, analyze and interpret information from authentic video, audio and print resources about life in the city.<br>● Analyze an article for theme, purpose and tone, and inferences.<br><br>**Global Perspectives**<br>● Research how different nations are creating greener cities | ***Formative Assessments:***<br>● Do nows and exit tickets<br>● Thumbs up/down to check for understanding<br>● Visual representations to demonstrate understanding of a concept, relationships, story.<br>● Technology to assist in checking what students know and understand such as Kahoot, Blooket, Padlet..<br>● 3-2-1: Students write down three things they learned, two things that they found interesting, one question they still have<br>● Turn and talk: Students work in pairs to explain or give examples of what they learned during class.<br><br>***Summative Assessments, Projects and Celebrations***<br>● Vocabulary quiz<br>● Grammar quiz<br>● Unit test: Vocabulary/grammar in context (Proficiency based)<br>● Unit 2 IPA<br>● Project: DIY City in a Box Redesign the Summit downtown into a space that you feel would benefit the whole community and enhance our beautiful natural environment. |
| **Supports for English Language Learners** | |
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| Sensory Supports | Graphic Supports | Interactive Supports |
|---|---|---|
| Real Life Objects | Charts | In pairs or partners |
| Manipulatives | Graphic Organizers | In triands or small groups |
| Pictures | Tables | In a whole group |
| Illustrations | Graphs | Using cooperative group |
| Magazines & Newspapers | Timelines | Structures |
| Physical activities | Number lines | Internet / Software support |
| Videos & Flim | | In the home language |
| Broadcasts | | With mentors |
| Models & Figures | | |

## Intervention Strategies

| Accommodations | Interventions | Modifications |
|---|---|---|
| Allow for verbal responses | Multi-sensory techniques | Modified tasks / expections |
| Repeat / confirm directions | Increase task structure (e.g. directions, checks for understanding, feedback) | Differentiated materials |
| Permit response via computer or electronic device | Increase opportunities to engage in active academic responding | Individualized assessments tools based on student need |
| Audio books | Utilize pre-reading strategies and activities previews, anticipatory | Modified assessment grading |

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| | **guides, and semantic mapping** | | |

**Recommended Texts and Additional Materials to Support Unit 2:**
Blanco, José A. Imagina: Inglés sin barreras. 4th Edition, Ebook, Vista Higher Learning, Inc. 2019.
Song "Skandalo" by Akatz https://www.youtube.com/watch?v=aDnIynK2t68
Video: Esta es Barcelona by Videoele Esta es Barcelona. Nivel A2
Video: The Sustainable City | Interview

## Unit 3: Un mundo conectado

**7.1 World Languages Intermediate Mid by the End of Grade 12**

**Interpretive Mode of Communication**
**Intermediate Mid learners** understand and communicate at the sentence level and use strings of sentences independently to accomplish the following tasks: identify the main idea and some supporting details when reading, understand the gist and some supporting details of conversations dealing with everyday life, infer the meaning of some unfamiliar words when used in familiar contexts.

**Interpersonal Mode of Communication**
**Intermediate Mid learners** speak and write using sentences and strings of sentences when exchanging preferences, feelings, opinions, and basic advice on familiar topics. They ask original questions and a variety of follow-up questions as they participate in spontaneous spoken and written conversations. Intermediate Mid learners engage in short social interactions in everyday situations. They create original sentences and questions that allow them to usually say what they want to say about self and their everyday lives.

**Presentational Mode of Communication**

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**Intermediate Mid learners** speak and write using sentences and strings of sentences when expressing preferences, feelings, opinions, and basic advice on familiar topics. They can create original sentences that allow them to usually say what they want to say about self and their everyday lives.

**Big Ideas:** *Course Objectives / Content Statement(s)*
**In this unit 3: *Un mundo conectado*,** students will develop communicative skills to describe what it means as a young adult to process all the information relayed by mass media or social media and whether or not they should pay attention to it. So much information comes to them through newspapers, radio, television and the Internet. The mass media/social media gives them entertainment, information, and also communicates cultural values. For that reason the mass media has a huge power over people. Students will analyze the differences and similarities between the media in the U.S. and other Spanish speaking countries.

| **Essential Questions**<br>*What provocative questions will foster inquiry, understanding, and transfer of learning?* | **Enduring Understandings**<br>*What will students understand about the big ideas?* |
|---|---|
| 1. What is the role of media in our society, and how can we become responsible consumers and producers of news and information in the digital age?<br>2. What roles do confirmation bias, stereotyping, and other cognitive biases impact how we interpret events, news, and information?<br>3. What is the role of social media on the traditional news cycle, and how does it influence public opinion and the press?<br>4. What are some commonly used advertising techniques?<br>5. How do we give commands in Spanish?<br>6. How do we express wishes, wants, emotions, recommendations, doubt and denial in Spanish? | Students will understand that…<br>1. Social media can impact our mental health and well being<br>2. A given user is more likely to consume news that aligns with their political preferences (as revealed through their past browsing) through social media.<br>3. The present of subjunctive can be used to express wishes, impersonal statements, emotions, recommendations, doubt and denial<br>4. Our shopping impulses may be driven by advertising techniques.<br>5. To tell people directly what to do you have to use a formal or informal command based on whom you are addressing |
| **Areas of Focus: Proficiencies (New Jersey Student Learning Standards)** | **Lessons** |
| **Students will:** | **Instructional Focus:** |

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| **Interpretive**<br>7.1.IM.IPRET.1: Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.<br><br>7.1.IM.IPRET.2: With the help of graphic organizers, compare information (i.e., main ideas, main characters, settings) in culturally authentic materials related to targeted themes.<br><br>7.1.IM.IPRET.3: React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses.<br><br>7.1.IM.IPRET.4: Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.<br><br>7.1.IM.IPRET.5: Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities.<br><br>7.1.IM.IPRET.6: Restate oral conversations and written information on a variety of familiar and some unfamiliar topics.<br><br>7.1.IM.IPRET.7: Infer the meaning of some unfamiliar words in some new contexts.<br><br>7.1.IM.IPRET.8: Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.<br><br>**Interpersonal**<br>7.1.IM.IPERS.1: Engage in conversations about personal experiences or events, | In the target language students will be able to:<br>● Express wishes and wants, emotions, recommendations, doubt and denial<br>● Give formal and informal commands based on context<br>● Discuss how young people use media, social media and technology<br>● Discuss how social media can have a negative or positive impact on relationships and mental health.<br>● Discuss the use of social media to create social movements and in activism in the US and in Spanish speaking countries<br><br>**Instructional Strategies:**<br>**Interpretive:**<br>Interpretation of authentic resources such as the following:<br>● Short story: "La desesperación de las letras" by Ginés S. Cutillas<br>● Video: El cine y las oportunidades<br>**https://www.youtube.com/watch?v=TZ-Px2oo2fo**<br>● Article: La influencia de la T.V<br><br>**http://www.elancasti.com.ar/especiales/2014/6/29/television-influencia-jovenes-9119.html**<br><br>● Video: Tecnología y los jóvenes<br>**https://www.youtube.com/watch?v=G89gFc4zUBs**<br><br>● Article: Los riesgos en las redes sociales<br>**http://www.elsalvador.com/articulo/tendencias/redes-sociales-positivo-los-riesgos-para-los-jovenes-77298**<br>● Film: "Ladrón que roba a ladrón"<br><br>**Interpersonal:** |

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| topics studied in other content areas, and some unfamiliar topics and situations.<br><br>7.1.IM.IPERS.2: Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions.<br><br>7.1.IM.IPERS.3: Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions.<br><br>7.1.IM.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.<br><br>7.1.IM.IPERS.5: Initiate, maintain, and end a conversation using appropriate target language expressions and sentences.<br><br>7.1.IM.IPERS 6: Exchange information from a variety of resources with classmates about global issues, including climate change.<br><br>**Presentational**<br>7.1.IM.PRSNT.1: From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences.<br><br>7.1.IM.PRSNT.2: Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences.<br><br>7.1.IM.PRSNT.3: Use language creatively to respond in writing to a variety of oral or | ● In pairs discuss your favorite social media apps and how you use them. Also, talk about one time you had a problem or conflict because of social media.<br>● Complete the missing pieces of a text message conversation logically.<br>● Reply to a "twit" from a friend. (Students will use Padlet, not Instagram)<br>● Reply to Instagram posts of 3 classmates (Students will use Padlet, not Instagram)<br><br>**Presentational:**<br>● Research how a hashtag allowed activists to organize a political or social movement in a Spanish speaking country and how it helped spread the word fast.<br>● Create an Instagram post about a cause you are passionate about.<br>● Write an essay about ONE of these topics (A.) Analyze a current event in the news from multiple perspectives and biases. (B) Analyze the representation of gender, minorities, social class, etc. in media (C) Analyze or compare the influences of social media (D) Analyze the ethics of journalists, news outlets, etc. |

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| visual prompts about familiar and some unfamiliar situations.<br><br>7.1.IM.PRSNT.4: Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences.<br><br>7.1.IM.PRSNT.5: When expressing viewpoints, give reasons to support the claims. | |
| **Career-Ready Practices**<br>**CRP1**: Act as a responsible and contributing citizen and employee.<br>**CRP2**: Apply appropriate academic and technical skills.<br>**CRP3**: Attend to personal health and financial well-being.<br>**CRP4**: Communicate clearly and effectively and with reason.<br>**CRP5**: Consider the environmental, social and economic impacts of decisions.<br>**CRP6**: Demonstrate creativity and innovation.<br>**CRP7**: Employ valid and reliable research strategies.<br>**CRP8**: Utilize critical thinking to make sense of problems and persevere in solving them.<br>**CRP9**: Model integrity, ethical leadership and effective management.<br>**CRP10**: Plan education and career paths aligned to personal goals.<br>**CRP11**: Use technology to enhance productivity.<br>**CRP12**: Work productively in teams while using cultural global competence. | |
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| Differentiation | Assessments |
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| **Interdisciplinary Connections**<br>● Students will create a social media marketing campaing for a product of their choice which will make a positive impact on people´s lives or the planet.<br>**Technology Integration**<br>● Students will use platforms such as Kahoot, FlipGrid, Goformative, Blooket, Google Apps, Padlet, Quizizz, Quizlet, Newsela and Youtube and online textbook<br><br>**Media Literacy Integration**<br>● Students will explore, analyze and interpret information from authentic video, audio and print resources.<br>● Students will analyze an article for theme, purpose and tone, and inferences.<br><br>**Global Perspectives**<br>● Students will research the impact of social media in bringing about social change in a particular region of a Spanish speaking country. | ***Formative Assessments:***<br>● Do nows and exit tickets<br>● Thumbs up/down to check for understanding<br>● Visual representations to demonstrate understanding of a concept, relationships, story.<br>● Technology to assist in checking what students know and understand such as Kahoot, Blooket, Padlet..<br>● 3-2-1: Students write down three things they learned, two things that they found interesting, one question they still have<br>● Turn and talk: Students work in pairs to explain or give examples of what they learned during class.<br><br>***Summative Assessments, Projects and Celebrations***<br>● Vocabulary quiz<br>● Grammar quiz<br>● Unit test: Vocabulary/grammar in context (Proficiency based)<br>● Unit 3 IPA<br>● Project: Create an advertising campaign for a product taking into account advertising techniques |
| **Supports for English Language Learners** | |
| <table><tr><th>Sensory Supports</th><th>Graphic Supports</th><th>Interactive Supports</th></tr><tr><td>Real Life Objects</td><td>Charts</td><td>In pairs or partners</td></tr><tr><td>Manipulatives</td><td>Graphic Organizers</td><td>In triands or small groups</td></tr><tr><td>Pictures</td><td>Tables</td><td>In a whole group</td></tr><tr><td>Illustrations</td><td>Graphs</td><td>Using cooperative group</td></tr></table> | |

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| **Magazines & Newspapers** | **Timelines** | **Structures** |
| **Physical activities** | **Number lines** | **Internet / Software support** |
| **Videos & Flim** | | **In the home language** |
| **Broadcasts** | | **With mentors** |
| **Models & Figures** | | |

## Intervention Strategies

| Accommodations | Interventions | Modifications |
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| **Allow for verbal responses** | **Multi-sensory techniques** | **Modified tasks / expections** |
| **Repeat / confirm directions** | **Increase task structure (e.g. directions, checks for understanding, feedback)** | **Differentiated materials** |
| **Permit response via computer or electronic device** | **Increase opportunities to engage in active academic responding** | **Individualized assessments tools based on student need** |
| **Audio books** | **Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping** | **Modified assessment grading** |

**Recommended Texts and Additional Materials to Support Unit 3:**
Blanco, José A. Imagina: Inglés sin barreras. 4th Edition, Ebook, Vista Higher Learning, Inc. 2019.

# Unit 4: Generaciones en movimiento

Revised July 2021

**7.1 World Languages Intermediate Mid by the End of Grade 12**

**Interpretive Mode of Communication**
**Intermediate Mid learners** understand and communicate at the sentence level and use strings of sentences independently to accomplish the following tasks: identify the main idea and some supporting details when reading, understand the gist and some supporting details of conversations dealing with everyday life, infer the meaning of some unfamiliar words when used in familiar contexts.

**Interpersonal Mode of Communication**
**Intermediate Mid learners** speak and write using sentences and strings of sentences when exchanging preferences, feelings, opinions, and basic advice on familiar topics. They ask original questions and a variety of follow-up questions as they participate in spontaneous spoken and written conversations. Intermediate Mid learners engage in short social interactions in everyday situations. They create original sentences and questions that allow them to usually say what they want to say about self and their everyday lives.

**Presentational Mode of Communication**
**Intermediate Mid learners** speak and write using sentences and strings of sentences when expressing preferences, feelings, opinions, and basic advice on familiar topics. They can create original sentences that allow them to usually say what they want to say about self and their everyday lives.

**Big Ideas:** *Course Objectives / Content Statement(s)*
**In this unit 4: *Generaciones en movimiento*,** students will develop communicative skills to describe the importance of family in cultural transmission or preservation. In everyday life, the most common way cultural norms are transmitted is within each individuals' home life. The way each family acts, communicates with others and an overall view of life are passed down generation to generation. The new ideas of young people can strengthen the culture and traditions their parents transmit and sometimes they can also cause conflict. In addition, students will analyze the differences and similarities between families and traditions in the U.S. and other Spanish speaking countries.

| **Essential Questions**<br>*What provocative questions will foster inquiry, understanding, and transfer of learning?* | **Enduring Understandings**<br>*What will students understand about the big ideas?* |
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| 1. Why are cultural values and traditions important in family life?<br>2. What is the importance of a family in cultural transmission or preservation?<br>3. How does family influence cultural identity? | Students will understand that…<br>1. Traditions are rituals families engage in over and over. They lend a certain spirit that nurtures the family connection, giving us a sense of belonging and helping us celebrate generations of family. |

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| 4. What is an example of cultural transmission?<br>5. How do I describe something which is indefinite or unknown?<br>6. How do I use the preposition "for¨in Spanish?<br>7. How can one keep traditions alive when you move to another country which may not share those traditions? | 2. Sometimes traditions change because they are difficult to maintain in a new country or as the new society changes.<br>3. A person's understanding of their own cultural identity develops from birth and is shaped by the values and attitudes prevalent at home and the surrounding, noting that the cultural identity, in its essence, relates to our need to belong. Everyone needs to feel accepted and "at home" with a certain group.<br>4. Cultural transmission is the process through which cultural elements, in the form of attitudes, values, beliefs, and behavioral scripts, are passed onto and taught to individuals and groups.<br>5. The subjunctive is used in an adjectival clause when the antecedent is indefinite or unknown or is nonexistent or negated; in contrast, the indicative is used when the antecedent is a definite or existing one.<br>6. There are two prepositions in Spanish for the preposition "for" and their use varies by context |
| **Areas of Focus: Proficiencies (New Jersey Student Learning Standards)** | **Lessons** |
| Students will:<br><br>**Interpretive**<br>7.1.IM.IPRET.1: Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.<br><br>7.1.IM.IPRET.2: With the help of graphic organizers, compare information (i.e., main ideas, main characters, settings) in | **Instructional Focus:**<br>In the target language students will be able to:<br>1. Identify immediate and extended family members<br>2. Describe the different stages of life<br>3. Describe, compare and contrast the personality traits of family members<br>4. Describe their family life<br>5. Express their feelings about family relationships<br>6. Compare and contrast different types of family systems |

culturally authentic materials related to targeted themes.

7.1.IM.IPRET.3: React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses.

7.1.IM.IPRET.4: Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.

7.1.IM.IPRET.5: Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities.

7.1.IM.IPRET.6: Restate oral conversations and written information on a variety of familiar and some unfamiliar topics.

7.1.IM.IPRET.7: Infer the meaning of some unfamiliar words in some new contexts.

7.1.IM.IPRET.8: Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.

**Interpersonal**

7.1.IM.IPERS.1: Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.

7.1.IM.IPERS.2: Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions.

7. Describe their family traditions
8. Make descriptions using adjective clauses
9. Describe daily routines using reflexive verbs
10. Use the prepositions "por" and "para" as needed in context

**Instructional Strategies:**
**Interpretive:**
Interpretation of authentic resources such as the following:

- Video: la familia y la diversidad **https://www.youtube.com/watch?v=6XdeLD11iTA**
- Article

**https://www.aciprensa.com/Familia/juventudhoy.htm**

- Video: El reto de ser papá en tiempos modernos

**http://www.univision.com/shows/despierta-america/el-reto-de-ser-padre-de-familia-en-estos-tiempos-modernos-video**

- Short film: "Sin palabras" by Bel Armenteros (ebook)
- Short Film: **AU FIL DE L'AGE (2015)**
- https://www.youtube.com/watch?v=L6R2xoCZEIs
- Short film: "El abuelito y el ajedrez" https://www.youtube.com/watch?v=KTafyJ9T8yc
- Article "Sonia Sotomayor: la niña que soñaba" (ebook)
- Interview with Sonia Sotomayor about her Latino origin (ebook)
- Paintings by Carmen Lomas Garza about family gatherings and traditions
- Paintings by Joaquin Sorolla of cultural traditions in different parts of Spain
- Song: Cempasúchil by Monsieur Periné and Rubén Albarrán

**Interpersonal:**

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| 7.1.IM.IPERS.3: Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions.<br><br>7.1.IM.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.<br><br>7.1.IM.IPERS.5: Initiate, maintain, and end a conversation using appropriate target language expressions and sentences.<br><br>**Presentational**<br>7.1.IM.PRSNT.1: From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences.<br><br>7.1.IM.PRSNT.2: Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences.<br><br>7.1.IM.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.<br><br>7.1.IM.PRSNT.4: Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences.<br><br>7.1.IM.PRSNT.5: When expressing viewpoints, give reasons to support the claims. | ● Improvise a conversation about tattoos between a grandmother and grandaughter<br>● Write an email to a family member describing a conflict you had with that person and how you feel about it<br>● Debate the cultural tradition of bullfighting in Spain<br><br>**Presentational:**<br>● Create a spotify playlist that defines your life until now. Write a few lines about why you chose each song.<br>● Create a multimedia presentation about a family tradition you cherish and want to continue to practice<br>● Research a cultural tradition in a Spanish speaking country and create a multimedia presentation for the class. (Recommended: provide a list of possibilities for students to choose from)<br>● Research a cultural tradition that is in danger of dying but young activists are trying to keep alive. |

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| **Career-Ready Practices**<br>**CRP1**: Act as a responsible and contributing citizen and employee.<br>**CRP2**: Apply appropriate academic and technical skills.<br>**CRP3**: Attend to personal health and financial well-being.<br>**CRP4**: Communicate clearly and effectively and with reason.<br>**CRP5**: Consider the environmental, social and economic impacts of decisions.<br>**CRP6**: Demonstrate creativity and innovation.<br>**CRP7**: Employ valid and reliable research strategies.<br>**CRP8**: Utilize critical thinking to make sense of problems and persevere in solving them.<br>**CRP9**: Model integrity, ethical leadership and effective management.<br>**CRP10**: Plan education and career paths aligned to personal goals.<br>**CRP11**: Use technology to enhance productivity.<br>**CRP12**: Work productively in teams while using cultural global competence. | |
| **Differentiation** | **Assessments** |
| **Interdisciplinary Connections**<br>● Students will discuss cultural traditions as depicted in art.<br><br>**Technology Integration**<br>● Platforms such as Kahoot, FlipGrid, Goformative, Blooket, Google Apps, Padlet, Newsela, Quizizz, Quizlet and Youtube and online textbook<br><br>**Media Literacy Integration**<br>● Students will explore, analyze and | ***Formative Assessments:***<br>● Do nows and exit tickets<br>● Thumbs up/down to check for understanding<br>● Visual representations to demonstrate understanding of a concept, relationships, story.<br>● Technology to assist in checking what students know and understand such as Kahoot, Blooket, Padlet...<br>● 3-2-1: Students write down three things they learned, two things that |

interpret information from authentic video, audio and print resources about climate change
- Analyze an article for theme, purpose and tone, and inferences.

**Global Perspectives**
- Students will discuss how different societies or cultures view and perceive old age.
- Students will research how Mexicans honor their ancestors

they found interesting, one question they still have
- Turn and talk: Students work in pairs to explain or give examples of what they learned during class.

***Summative Assessments, Projects and Celebrations***
- Vocabulary quiz
- Grammar quiz
- Unit test: Vocabulary/grammar in context (Proficiency based)
- Unit 4 IPA
- Project: Research the tradition of making "molas" by the kunas in San Blas and then create your own with construction paper for display in the classroom.

**Supports for English Language Learners**

| Sensory Supports | Graphic Supports | Interactive Supports |
|---|---|---|
| Real Life Objects | Charts | In pairs or partners |
| Manipulatives | Graphic Organizers | In triands or small groups |
| Pictures | Tables | In a whole group |
| Illustrations | Graphs | Using cooperative group |
| Magazines & Newspapers | Timelines | Structures |
| Physical activities | Number lines | Internet / Software support |
| Videos & Flim | | In the home language |
| Broadcasts | | With mentors |
| Models & Figures | | |

**Intervention Strategies**

| Accommodations | Interventions | Modifications |
|---|---|---|
| Allow for verbal responses | Multi-sensory techniques | Modified tasks / expections |
| Repeat / confirm directions | Increase task structure (e.g. directions, checks for understanding, feedback) | Differentiated materials |
| Permit response via computer or electronic device | Increase opportunities to engage in active academic responding | Individualized assessments tools based on student need |
| Audio books | Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping | Modified assessment grading |

**Recommended Texts and Additional Materials to Support Unit 4:**
Blanco, José A. Imagina: Inglés sin barreras. 4th Edition, Ebook, Vista Higher Learning, Inc. 2019.
Monsieur Periné - Cempasúchil (Cover Audio) ft. Rubén Albarrán

# Unit 5: Las riquezas naturales

**7.1 World Languages Intermediate Mid by the End of Grade 12**

**Interpretive Mode of Communication**

Revised July 2021

**Intermediate Mid learners** understand and communicate at the sentence level and use strings of sentences independently to accomplish the following tasks: identify the main idea and some supporting details when reading, understand the gist and some supporting details of conversations dealing with everyday life, infer the meaning of some unfamiliar words when used in familiar contexts.

**Interpersonal Mode of Communication**
**Intermediate Mid learners** speak and write using sentences and strings of sentences when exchanging preferences, feelings, opinions, and basic advice on familiar topics. They ask original questions and a variety of follow-up questions as they participate in spontaneous spoken and written conversations. Intermediate Mid learners engage in short social interactions in everyday situations. They create original sentences and questions that allow them to usually say what they want to say about self and their everyday lives.

**Presentational Mode of Communication**
**Intermediate Mid learners** speak and write using sentences and strings of sentences when expressing preferences, feelings, opinions, and basic advice on familiar topics. They can create original sentences that allow them to usually say what they want to say about self and their everyday lives.

**Big Ideas:** *Course Objectives / Content Statement(s)*
In this unit, *Las riquezas naturales*, students will develop communicative skills to describe what it means as a young adult or as a teen in today's world to be conscious about our planet. This unit was developed with the intention of being a reminder of the importance of taking care of our planet and that the destructionof its natural resources affect us all. Students will be able to use the appropriate vocabulary dealing with the environment, they will be exposed to authentic resources in print media and video dealing with climate change, the environmental crisis and the future of our planet. Students will understand that there are many things they can do to promote awareness of the current environmental crisis and to help prevent further damage to the planet. They will learn about young activists from all over the world and new ideas that are ecofriendly.

| **Essential Questions**<br>*What provocative questions will foster inquiry, understanding, and transfer of learning?* | **Enduring Understandings**<br>*What will students understand about the big ideas?* |
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| 1. What are the social, political and environmental challenges facing the world's societies?<br>2. What human activities are causing the atmosphere to warm?<br>3. What can you do to conserve energy and reduce CO2 in the atmosphere?<br>4. What are the causes and consequences of deforestation? | Students will understand that…<br>1. There are many things they can do to promote awareness of environmental problems and to help prevent further environmental problems.<br>2. Environmental problems affect everyone in the world and it is important to find solutions together. |

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| 5. How could you and others work together to broaden the effect of your actions?<br>6. How do I talk about the future in Spanish?<br>7. How do I construct conditional sentences in Spanish? | 3. Human activity, particularly the burning of fossil fuels, creates greenhouse gases. Burning coal to generate electricity is the most significant source of this CO2.; deforestation also plays a part.<br>4. Deforestation is the clearing, destroying, or otherwise removal of trees through deliberate, natural, or accidental means. It can occur in any area densely populated by trees and other plant life, but the majority of it is currently happening in the Amazon rainforest.<br>The loss of trees and other vegetation can cause climate change, desertification, soil erosion, fewer crops, flooding, increased greenhouse gases in the atmosphere, and a host of problems for indigenous people.<br>5. There are many ways to reduce you and your family's energy use. Switch to compact fluorescent light bulbs, install energy-efficient appliances, and turn off appliances and electronics when not in use. Take shorter showers. Drive less; instead, ride your bike or take public transportation, and carpool when you can. In the winter, dress more warmly instead of turning up the thermostat; keep blinds and curtains closed at night and open during the day. In the summer, raise the thermostat to 78, and turn on a ceiling fan instead of the AC.<br>6. They can make a change by conducting school- or community-wide campaigns —using leaflets, posters, or announcements in school assemblies —that promote the ecological friendly activities. They can work with local organizations to promote public transportation, tree-planting, energy-efficient construction, and |

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| | large-scale recycling programs. Get involved in Earth Day and other renewable-energy or conservation-oriented activities.<br>7. In Spanish, the future tense is one many many ways to express actions or conditions that will happen in the future.<br>8. In Spanish, the future tense may be used to express conjecture or probability, even about present events.<br>9. The conditional tense is used to express what would occur under certain circumstances.<br>10. Conditional can also be used to make polite requests. |
| **Areas of Focus: Proficiencies (New Jersey Student Learning Standards)** | **Lessons** |
| Students will:<br><br>**Interpretative**<br>7.1.IM.IPRET.1: Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.<br><br>7.1.IM.IPRET.2: With the help of graphic organizers, compare information (i.e., main ideas, main characters, settings) in culturally authentic materials related to targeted themes.<br><br>7.1.IM.IPRET.3: React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses.<br><br>7.1.IM.IPRET.5: Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities. | **Instructional Focus:**<br>In the target language students will be able to:<br>● Identify vocabulary related to ecology nature and animal life<br>● Identify natural phenoma<br>● Describe environmental challenges<br>● Describe using the future and conditional tenses<br>● Persuade others to be environmentally conscious and friendly<br>● Describe the natural resources found in the Amazon Rainforest and El Yunque (Puerto Rico) and the challenges facing those environments<br><br>**Instructional Strategies:**<br>**Interpretive:**<br>Interpretation of authentic resources like videos, articles, graphs and images:<br>● Video: la tierra está enferma |

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| 7.1.IM.IPRET.6: Restate oral conversations and written information on a variety of familiar and some unfamiliar topics.<br><br>7.1.IM.IPRET.7: Infer the meaning of some unfamiliar words in some new contexts.<br><br>7.1.IM.IPRET.8: Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.<br><br>7.1.IM.IPRET.9: Use information gathered from culturally authentic resources to identify possible solutions to the effects of climate change.<br><br>**Interpersonal**<br>7.1.IM.IPERS.1: Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.<br><br>7.1.IM.IPERS.2: Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions.<br><br>7.1.IM.IPERS.3: Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions.<br><br>7.1.IM.IPERS.5: Initiate, maintain, and end a conversation using appropriate target language expressions and sentences.<br><br>7.1.IM.IPERS 6: Exchange information from a variety of resources with classmates about global issues, including climate change.<br><br>**Presentational** | https://www.youtube.com/watch?v=zlugcpczjhQ<br>Video: El reciclaje<br>https://www.youtube.com/watch?v=o17F3VTj3cA<br>● Article http://www.diariolibre.com/medioambiente/medio-ambiente-llama-a-jovenes-bachilleres-a-concursar-por-becas-NC3510087<br>● Article http://www.7dias.com.do/cultura/2016/04/06/i208418_ofrecen-becas-jovenes-para-estudiar-medio-ambiente-recursos-naturales.html#.V3_EZJMrKT8<br>● Song: "Quiero vivir mejor" https://www.youtube.com/watch?v=mY--D25Lmb8<br>● Complete a table about your habits and opinions regarding action which impact global warming.<br>● Poem: "La luna" by Jaime Sabines<br><br>**Interpersonal:**<br>● In pairs have a conversation about the changes in the last 50 years. ¿What was life like before and what is it like now? (pollution, work, cities, relationships, animal species, energy consumption, animal rights, recycling). Complete a table and share opinions with class.<br>● In groups of 3, discuss the saying: "En la vida hay que hacer tres cosas: escribir un libro, plantar un árbol y tener un hijo". Are these 3 actions still valid today? Are there 3 other contemporary actions that could substitute the classic 3? Should one of them always consider nature?<br>● After viewing a video about deforestation of the Amazon students will do a "speed-friending" type of interpersonal activity in which the students write 5 questions and then interview a series of |

7.1.IM.PRSNT.1: From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences.

7.1.IM.PRSNT.2: Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences.

7.1.IM.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.

7.1.IM.PRSNT.4: Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences.

7.1.IM.PRSNT.5: When expressing viewpoints, give reasons to support the claims.

**Career-Ready Practices**

**CRP1**: Act as a responsible and contributing citizen and employee.
**CRP2**: Apply appropriate academic and technical skills.
**CRP3**: Attend to personal health and financial well-being.
**CRP4**: Communicate clearly and effectively and with reason.
**CRP5**: Consider the environmental, social and economic impacts of decisions.
**CRP6**: Demonstrate creativity and innovation.
**CRP7**: Employ valid and reliable research strategies.
**CRP8**: Utilize critical thinking to make

classmates. For this activity students will be seated in pairs of rows that are facing each other. They will have 3 minutes to interview the person in front of them and when the three minutes are up, the students in one row will get up and move one seat to the right. This will continue until each student has interviewed 10 classmates. The students will then write a note to one of their classmates, giving suggestions for becoming more environmentally friendly.

**Presentational:**

- Create a game to help other students learn more about climate change.
- Create an advertising campaign to promote awareness of what causes global warming and what people can do to prevent the release of greenhouse gasses.
- Write a fictional story or play illustrating the future effects of global warming/climate change.
- Create a food web showing how global climate changes affect the food chain/ecosystems.

| | |
|---|---|
| sense of problems and persevere in solving them.<br>**CRP9**: Model integrity, ethical leadership and effective management.<br>**CRP10**: Plan education and career paths aligned to personal goals.<br>**CRP11**: Use technology to enhance productivity.<br>**CRP12**: Work productively in teams while using cultural global competence. | |
| **Differentiation** | **Assessments** |
| **Interdisciplinary Connections**<br>● Research animals in danger of extinction due to climate change<br>● Find a painting and describe it and the message as it relates to climate change<br><br>**Technology Integration**<br>● Platforms such as Kahoot, FlipGrid, Goformative, Blooket, Google Apps, Padlet, Quizizz, Quizlet and Youtube and online textbook<br><br>**Media Literacy Integration**<br>● Students will explore, analyze and interpret information from authentic video, audio and print resources about climate change<br>● Analyze an article for theme, purpose and tone, and inferences.<br><br>**Global Perspectives**<br>● Reasearch what young activists from around the world are doing to save the planet or their regions. | ***Formative Assessments:***<br>● Do nows and exit tickets<br>● Thumbs up/down to check for understanding<br>● Visual representations to demonstrate understanding of a concept, relationships, story.<br>● Technology to assist in checking what students know and understand such as Kahoot, Blooket, Padlet..<br>● 3-2-1: Students write down three things they learned, two things that they found interesting, one question they still have<br>● Turn and talk: Students work in pairs to explain or give examples of what they learned during class.<br><br>***Summative Assessments, Projects and Celebrations***<br>● Vocabulary quiz<br>● Grammar quiz<br>● Unit test: Vocabulary/grammar in context (Proficiency based)<br>● Unit 5 IPA<br>● Science Fair: Conduct an experiment or make a scientific display illustrating the effects of greenhouse gasses.<br>● Project: Create a diorama or 3-D model of how your state or country |

might be changed as a result of climate changes brought on by global warming.

## Supports for English Language Learners

| Sensory Supports | Graphic Supports | Interactive Supports |
|---|---|---|
| Real Life Objects | Charts | In pairs or partners |
| Manipulatives | Graphic Organizers | In triands or small groups |
| Pictures | Tables | In a whole group |
| Illustrations | Graphs | Using cooperative group |
| Magazines & Newspapers | Timelines | Structures |
| Physical activities | Number lines | Internet / Software support |
| Videos & Flim | | In the home language |
| Broadcasts | | With mentors |
| Models & Figures | | |

## Intervention Strategies

| Accommodations | Interventions | Modifications |
|---|---|---|
| Allow for verbal responses | Multi-sensory techniques | Modified tasks / expections |
| Repeat / confirm directions | Increase task structure (e.g. directions, checks for understanding, feedback) | Differentiated materials |
| Permit response | Increase | Individualized |

| | | |
|---|---|---|
| **via computer or electronic device** | **opportunities to engage in active academic responding** | **assessments tools based on student need** |
| **Audio books** | **Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping** | **Modified assessment grading** |

**Recommended Texts and Additional Materials to Support Unit 5:**

Blanco, José A. Imagina: Inglés sin barreras. 4th Edition, Ebook, Vista Higher Learning, Inc. 2019.

¿Conoces los riesgos de la deforestación en el Perú?

Climate change videos in English: https://www.uen.org/climate/videos.shtml

Causas De La Deforestación Y Consecuencias De La Deforestación:CAUSAS de la DEFORESTACIÓN y CONSECUENCIAS de la DEFORESTACIÓN

Qué es la REFORESTACIÓN y su IMPORTANCIA 🌲🌳 ¿Cómo podemos ayudar? 🌎

La luna - Poemas de Jaime Sabines